



# Student Behavioral Health Services Report

Student Engagement & Safety Coordination



\*Information, including data, charts, images, and other content used for this PowerPoint were taken from the 2020 Idaho Behavioral Health and Wellness Services Scan: Data Memo, developed by Education Northwest under contract by the State Department of Education.

***Supporting Schools and Students to Achieve***

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

2/26/21



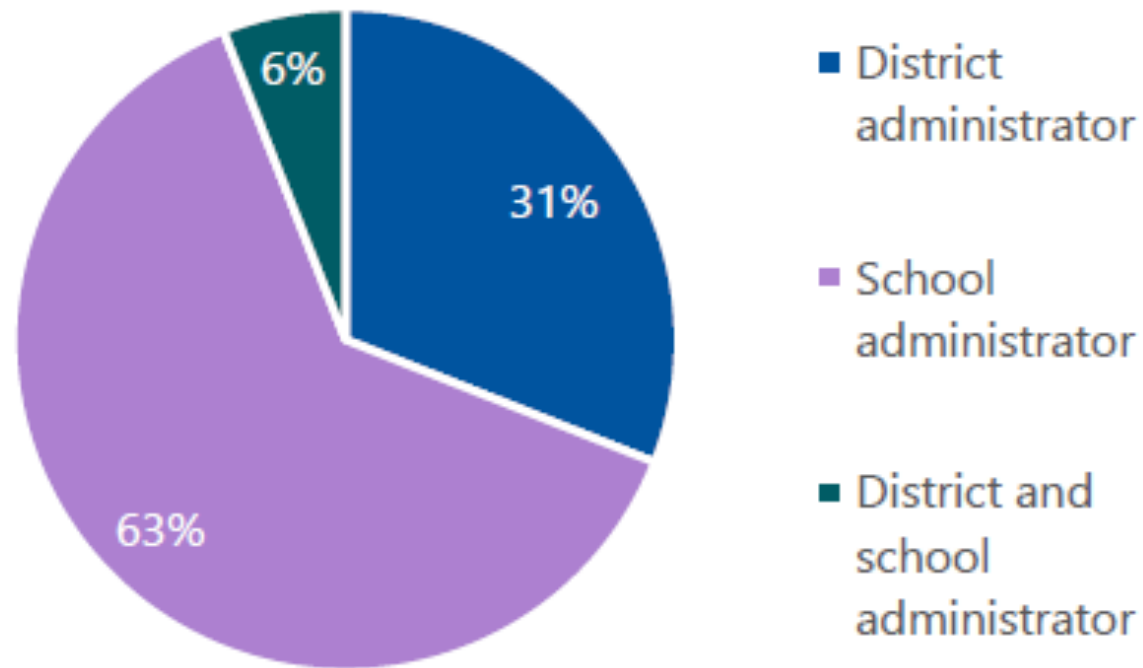
# Demographics



# Roles of Respondents



*Figure 1: Role of respondent (district and school administrators, N = 410)*

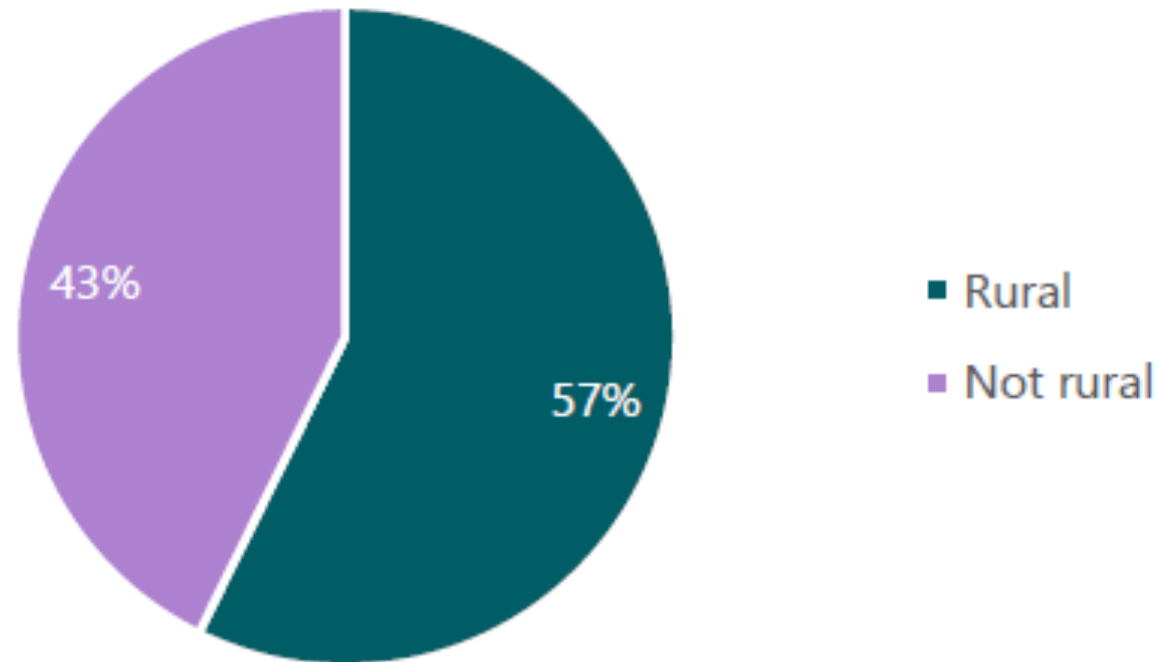


Note: Due to item-level non-responses, the number of item responses will not always be equal to the total number of survey responses.

# Rural and Non-Rural Respondents



*Figure 2: Percentage of rural respondents (district and school administrators, N = 410)*

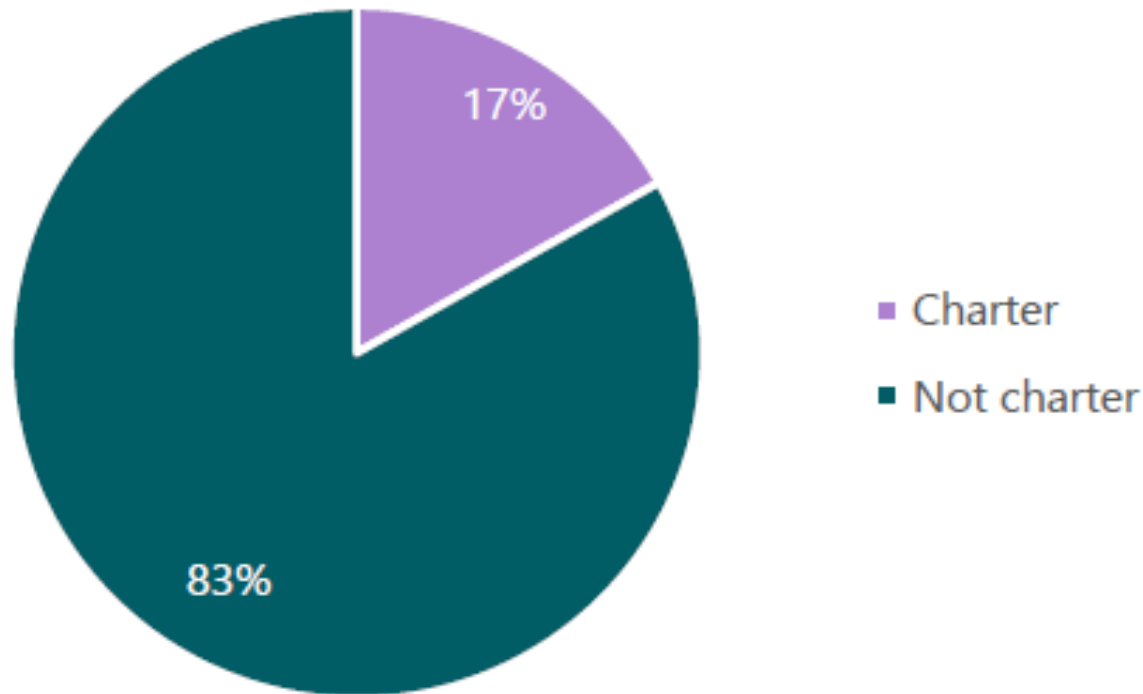


Note: Due to item-level non-responses, the number of item responses will not always be equal to the total number of survey responses.

# Charter and Non-Charter Respondents



*Figure 3: Percentage of respondents from charters and not from charters (district and school administrators, N = 410)*



Note: This total includes respondents who were identified as part of a charter district. It does not include respondents who are part of charter schools in public districts.



# Guiding Frameworks and Approaches for Implementation

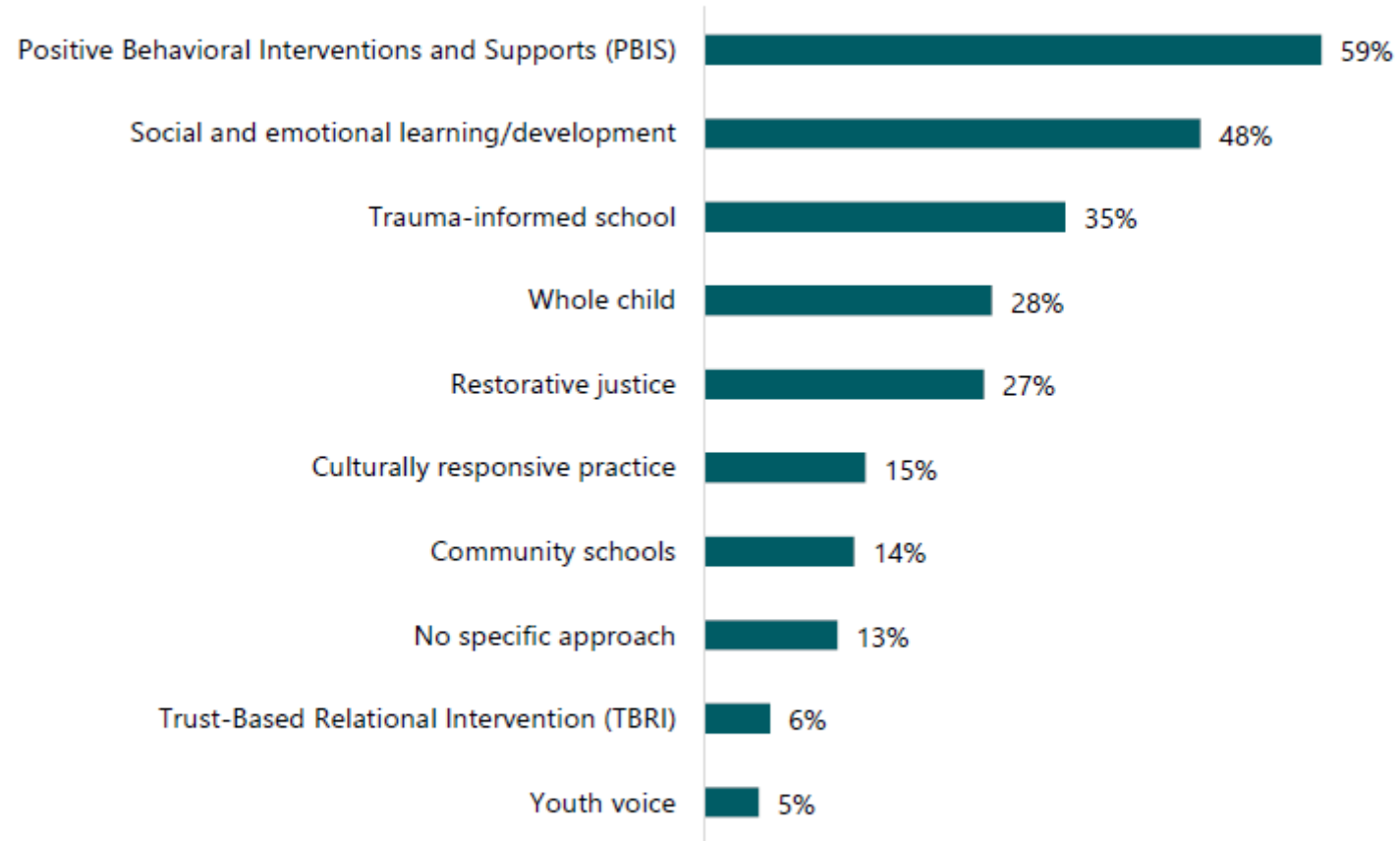




# District Frameworks



*Figure 4: District-level guiding framework for BHWS (district and school administrators, N = 370)*



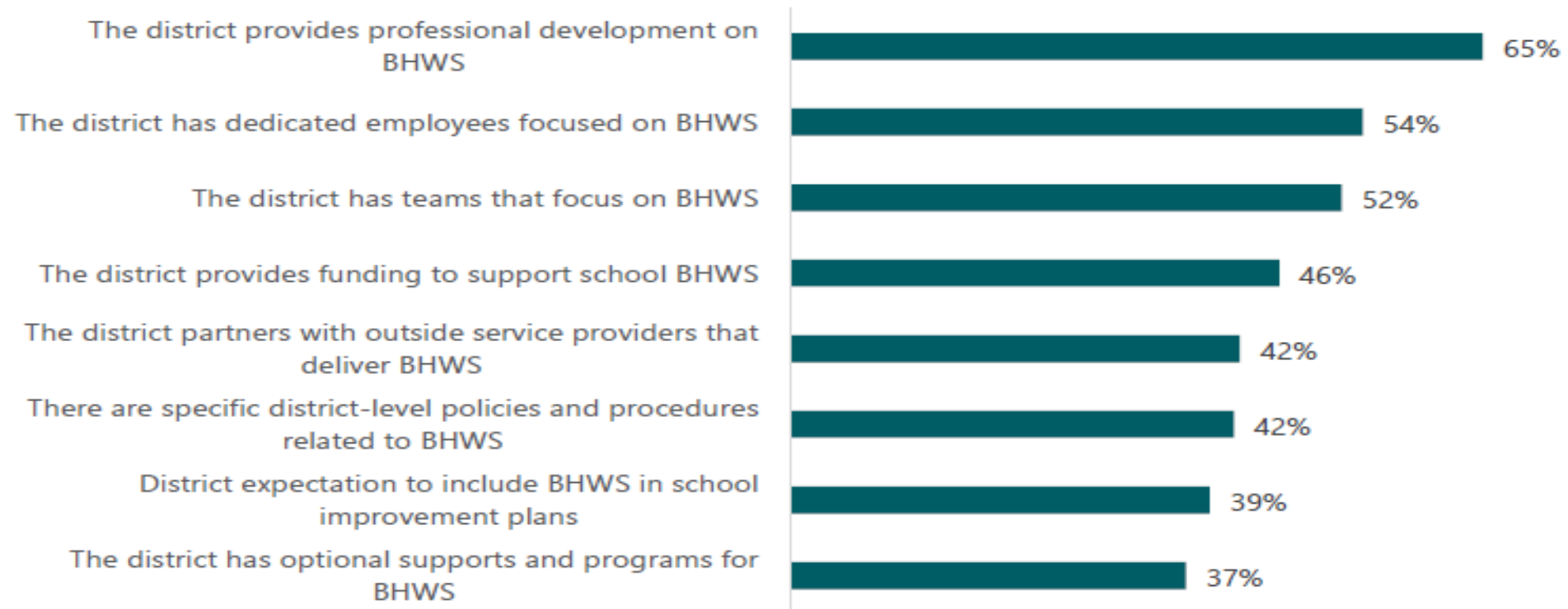
Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

# District Approach to Implementation



*Figure 5: Ways districts implement their approach to supporting BHWS (district and school administrators, N = 355)*



Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.





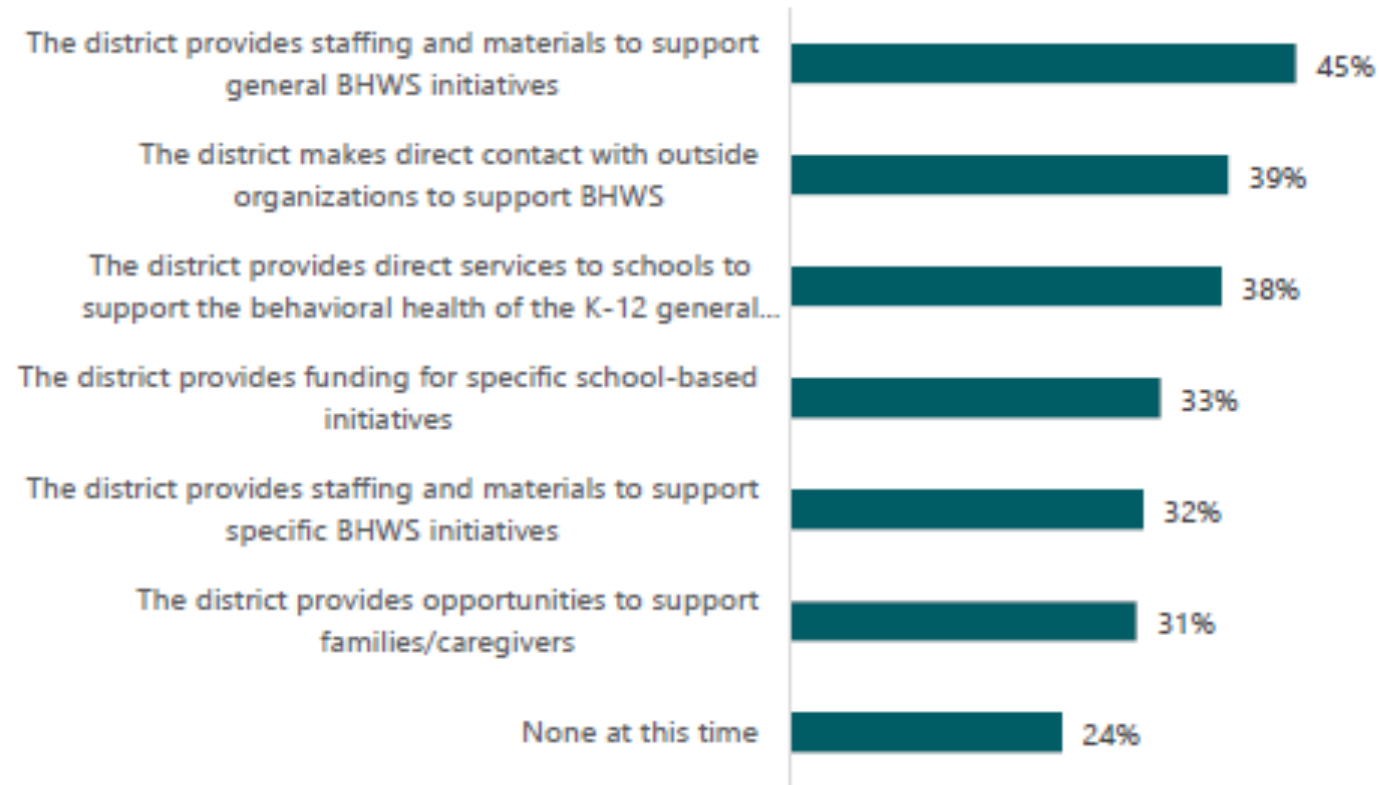
# Approaches to Support



# Family/Caregiver Services



*Figure 7: District-provided BHWS available to the families/caregivers of the K–12 general student population (district and school administrators, N = 330)*



Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

# Employee Preparation to Teach BHWS



*Figure 9: Ways school employees are prepared to deliver BHWS (school administrators only, N = 217)<sup>4</sup>*



Source: Idaho BHWS survey responses from school administrators only

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.



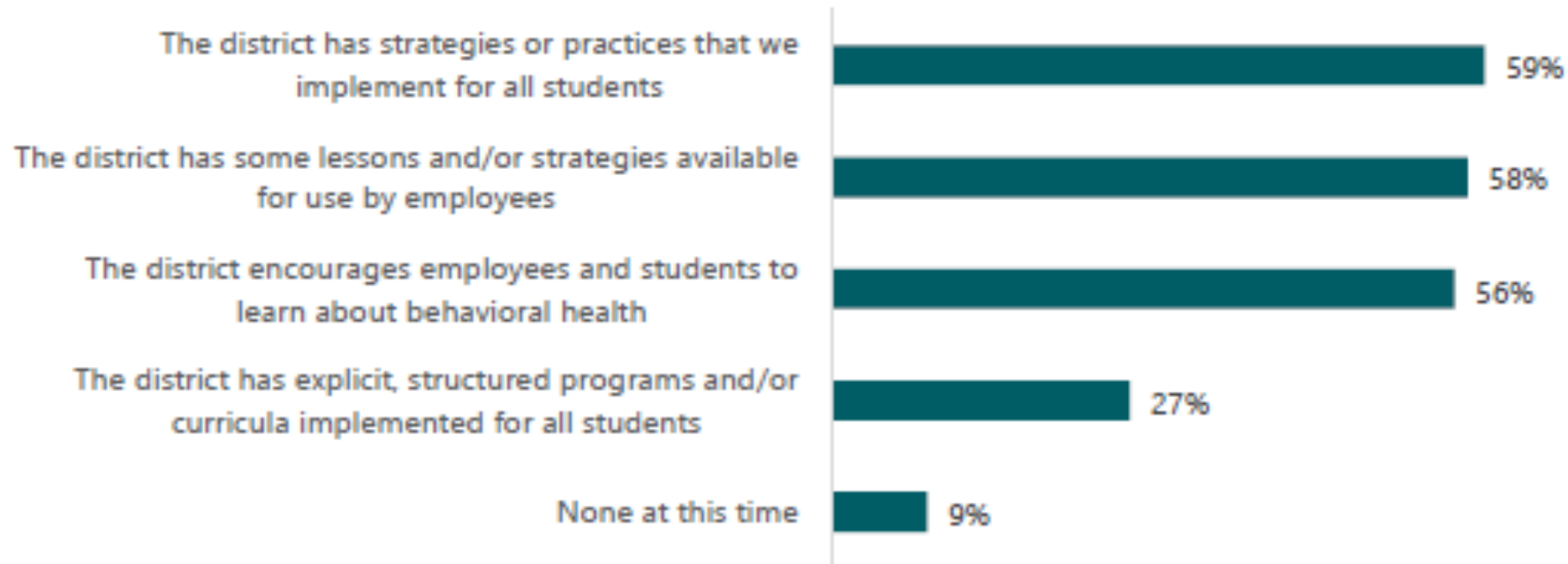
# Types of Services Offered and How They Are Funded



# Types of Services Offered - District



*Figure 10: Types of BHWS offered to the K–12 general student population across districts (district and school administrators, N = 333)*



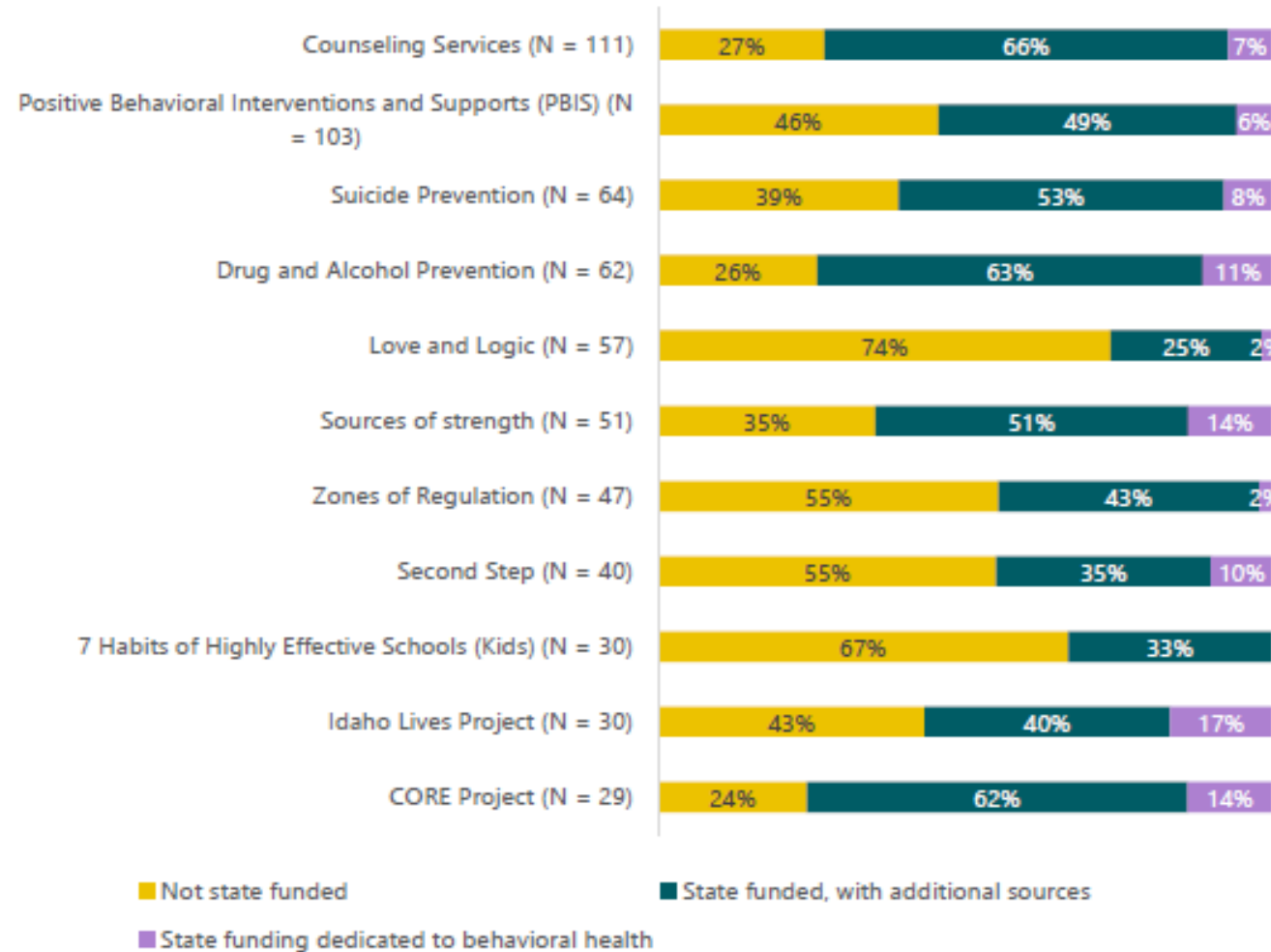
Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

# Funding



Figure 13: How schools fund the programs they offer (school administrators, N = 194)<sup>a</sup>



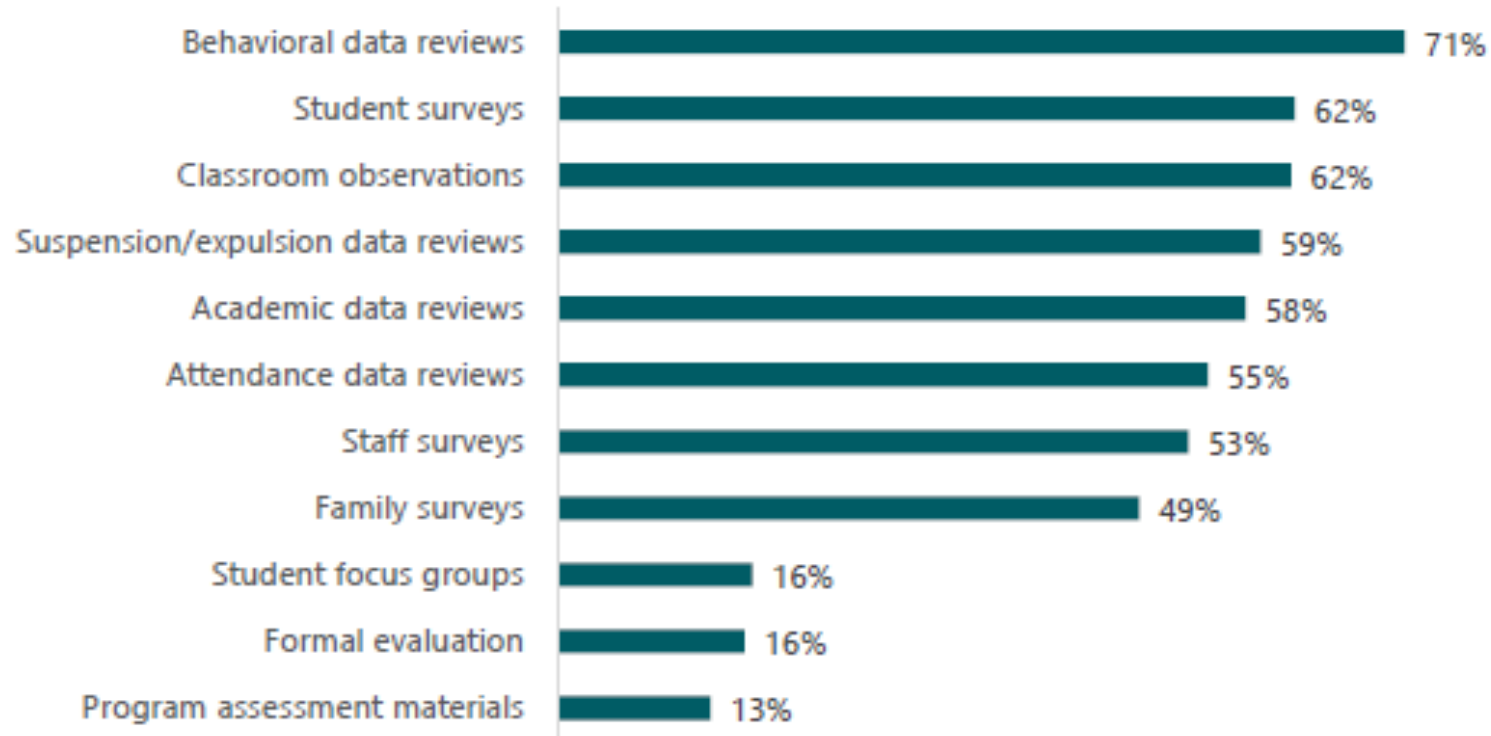




# Perceptions on Efficacy, Barriers, and Impact



*Figure 14: How BHWS are being assessed or measured in districts (district and school administrators, N = 313)*



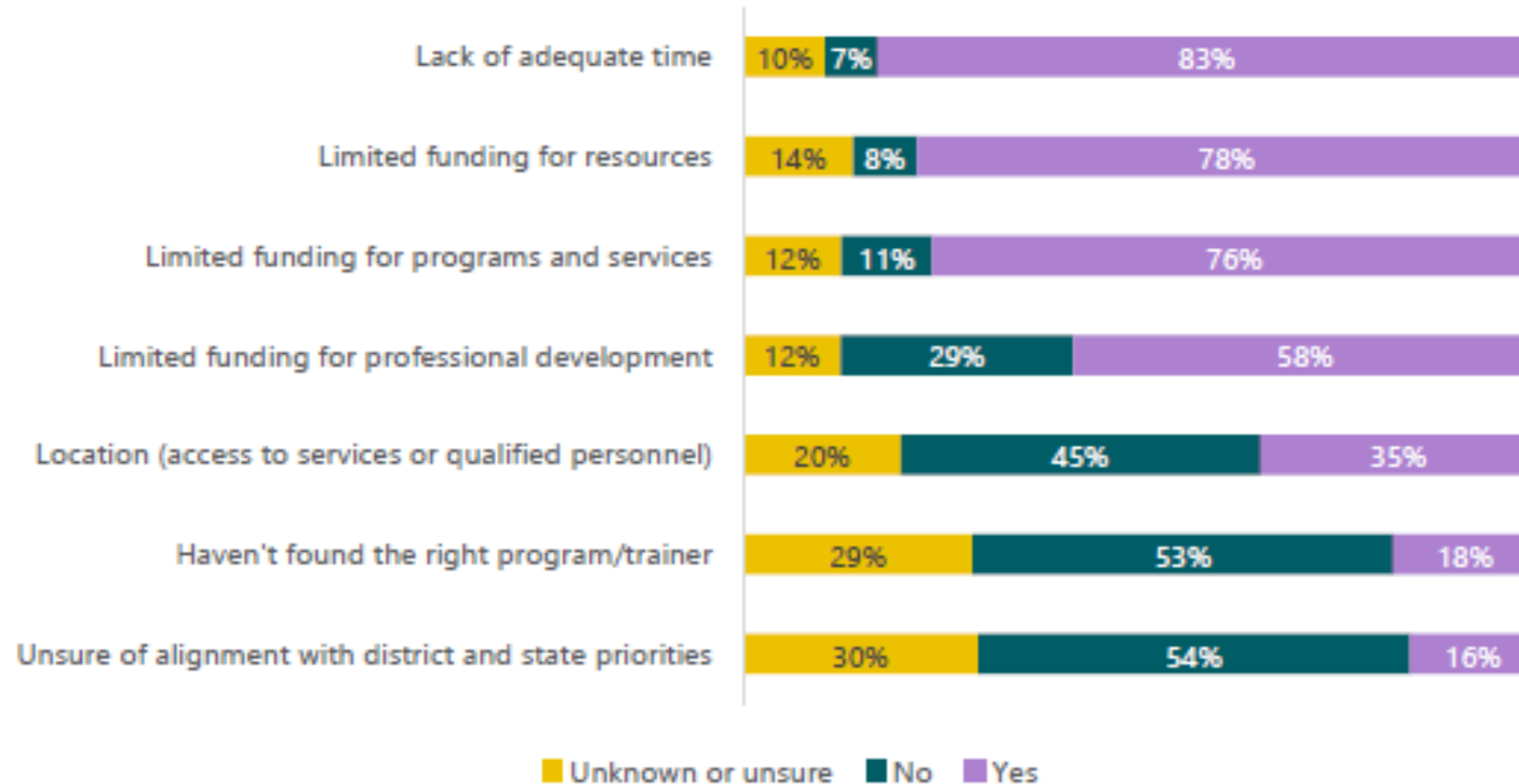
Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

# District Level Barriers



Figure 16: District-level barriers to implementing a full, high-quality BHWS program (district and school administrators, N = 325)

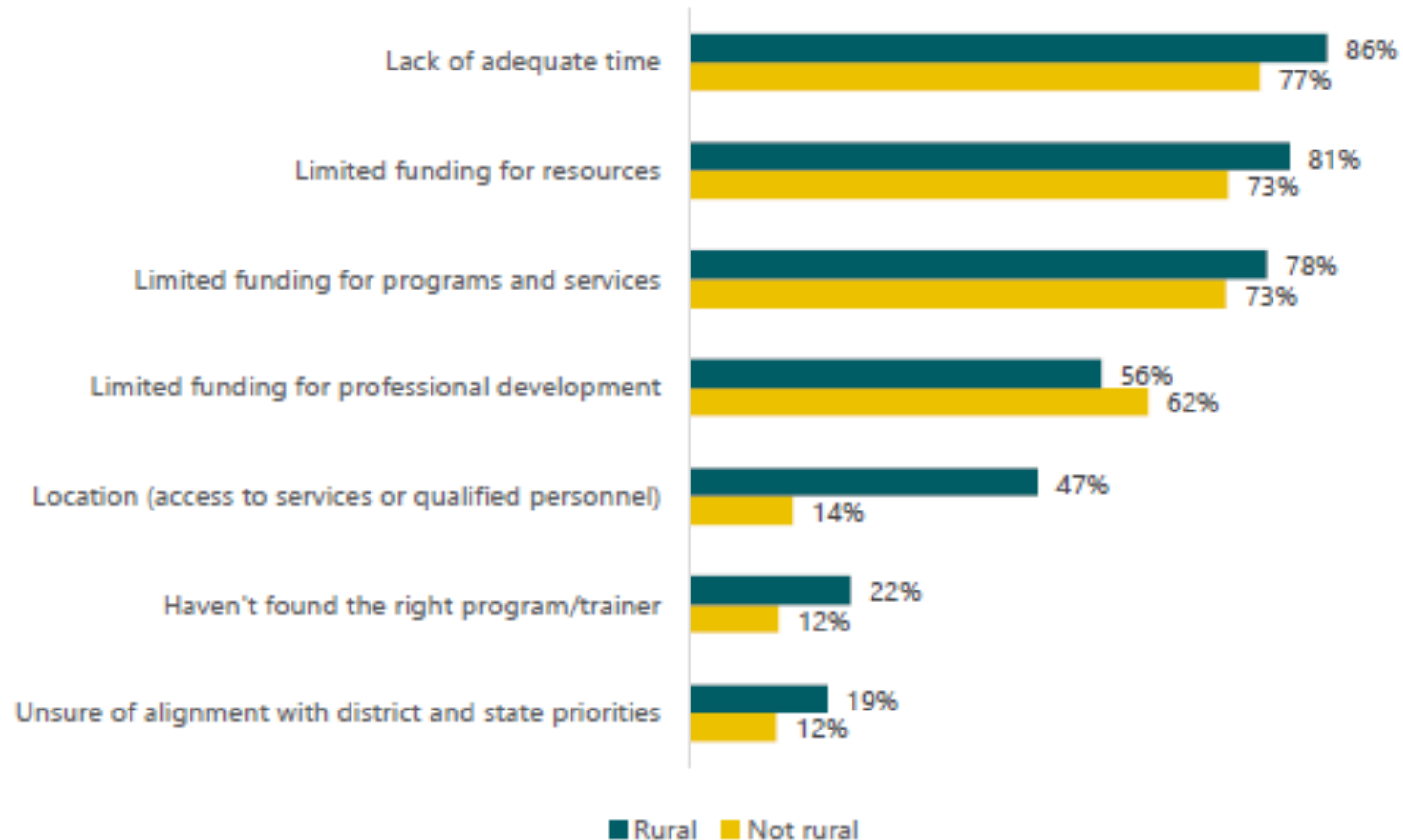


Source: Idaho BHWS survey responses from district and school administrators

# District Level Barriers by Location



Figure 17: District-level barriers to implementing a full, high-quality BHWS program, by locale (district and school administrators, N = 325)

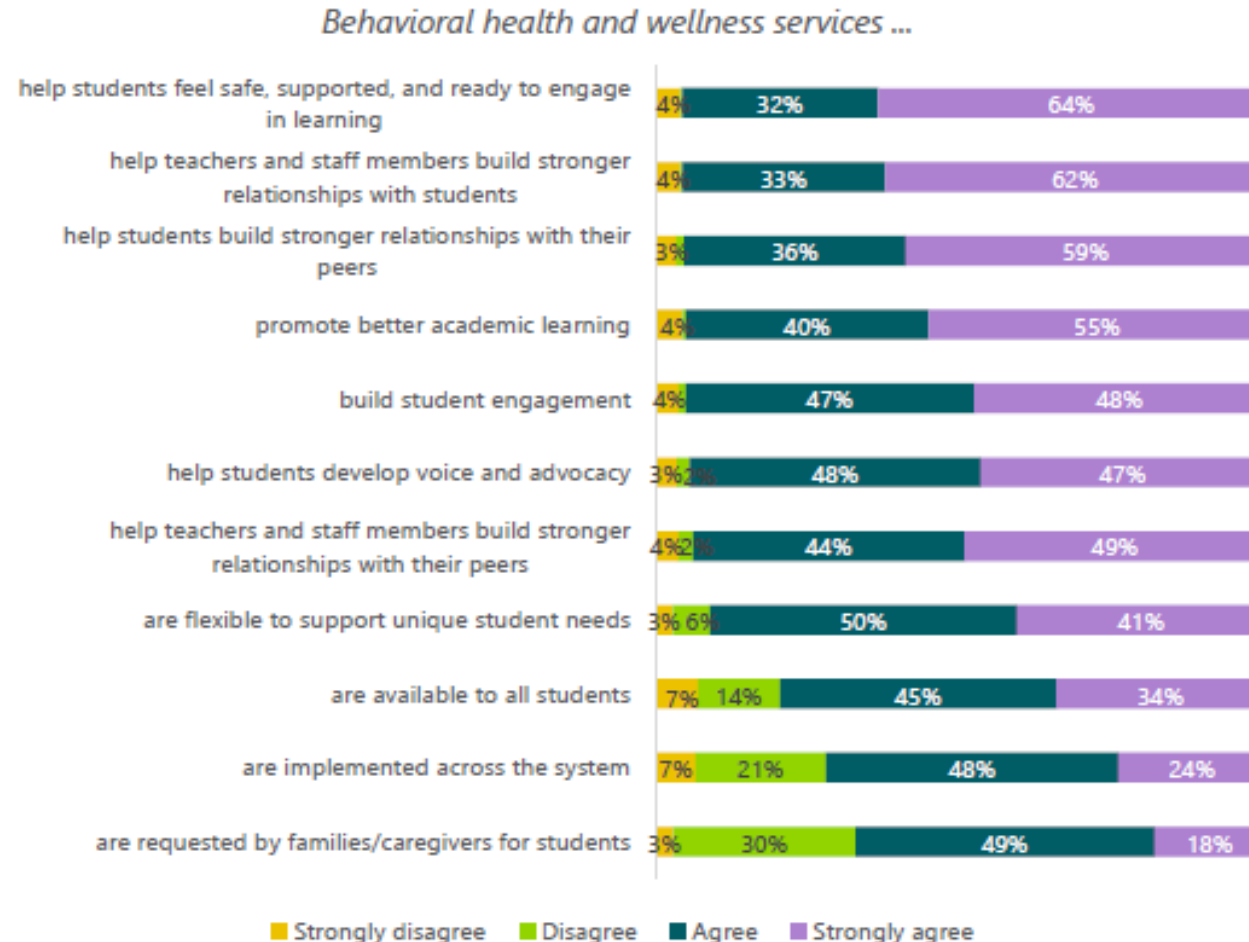


Source: Idaho BHWS survey responses from district and school administrators

# BHWS Impact



Figure 18: Percentage of survey respondents who agreed with statements about BHWS (district and school administrators, N = 324)



Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.



# State Department Next Steps and Partnerships





# Next Steps



- **Collaboratively define a vision statement** for serving the whole child in our state. Establish consensus based definitions of common terms in this field, including: social emotional learning, behavioral health and wellness, student wellness, civic education, whole child education, trauma informed practices, etc. The shared vision and definitions will support alignment between statewide leadership and local efforts, strategies, or other related initiatives.
- **Inventory and align existing efforts**, initiatives, programs, services, and training amongst stakeholders to improve efficiency and effectiveness.
- **Provide recommendations to Superintendent Ybarra** on actions to address areas of concern or opportunities to improve conditions for student learning in Idaho schools.

# Questions



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